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ABSTRACT

The outreach development process described in this document is designed to provide a model for planning and implementing a program to extend access to educational opportunity for members of the community served by the Los Angeles Community College District. There are four steps required to initiate such a program: (1) Identification--each college must identify the general types of organizational entities and population segments (private industry, residential areas, government agencies) within its area with a high potential need for general or specialized educational programs; (2) Qualification--a detailed examination of identified potential customers in order to select those best suited for analytical investigation; (3) Subdivision--a determination of the most accessible and desirable segment of the customer's educational needs in order to specify objectives and time frames and to forecast costs; (4) Implementation--the selection of a delivery system that best meets the needs of the target population. An educational telephone network is described as representative of a media-oriented delivery system which may be utilized in place of traditional classroom instruction. Appended are a summary of an evaluation of an educational telephone network course and a cost-effectiveness study. (Author/NHM)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

A PLAN FOR DEVELOPMENT OF AN EDUCATIONAL TELEPHONE NETWORK (ETN) TO EXTEND ACCESS TO EDUCATIONAL PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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October 1973

JC 750 518

PURPOSE

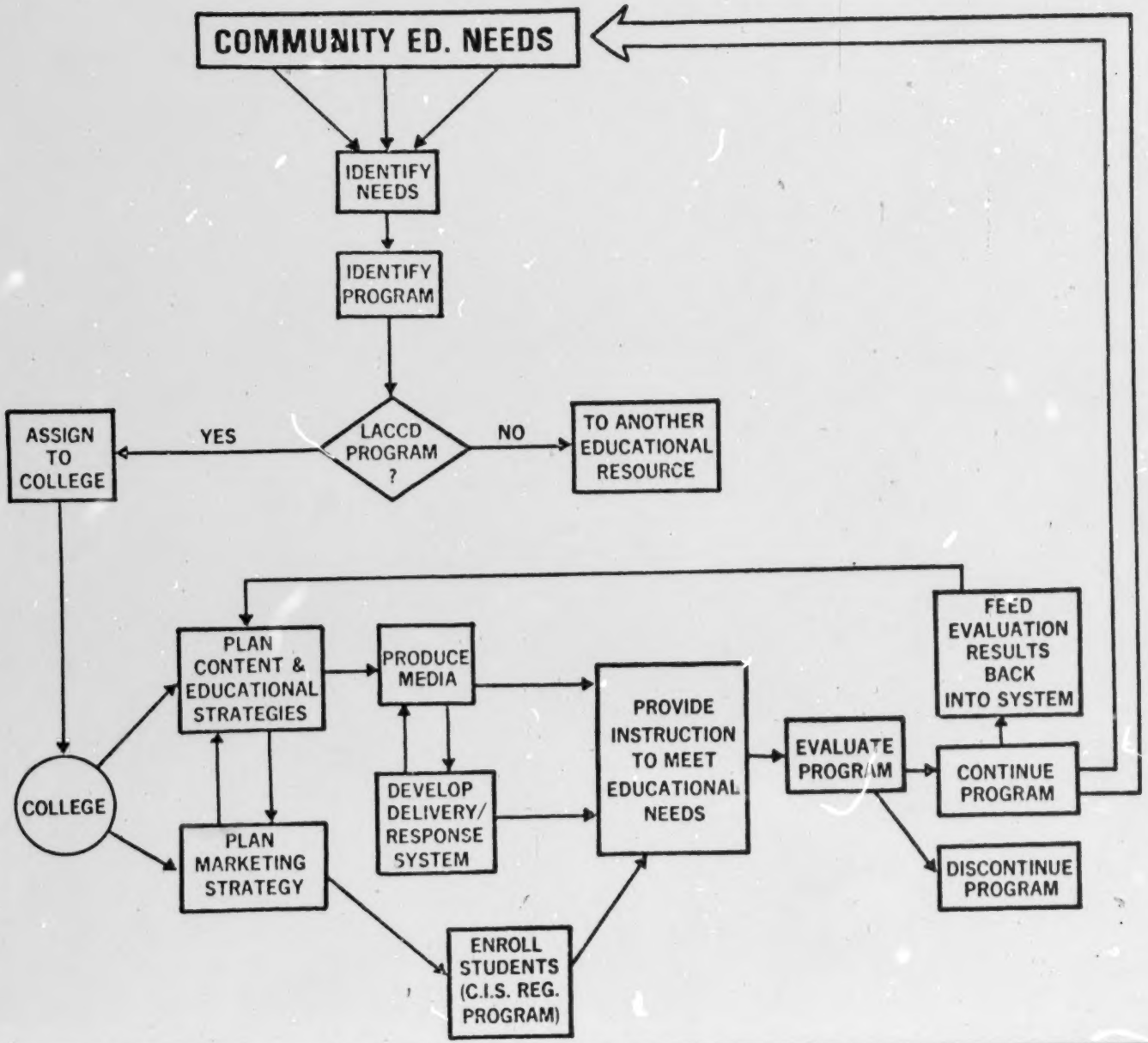
The Los Angeles Community College District serves the community by offering educational programs at eight college campuses and numerous branch locations. However, research findings provide evidence that a significant number of the community populations have educational needs that are not presently being satisfied.

The objective of this plan is to provide a coordinated effort to increase access to educational opportunity for members of the community served by the District who are not presently enrolled in one of the District colleges.

A MODEL FOR EXTENDING ACCESS TO EDUCATIONAL PROGRAMS

The outreach development process illustrated on the next page is designed to provide a model for planning and implementing a program to extend access to educational opportunity.

THE OUTREACH DEVELOPMENT PROCESS



FUNCTIONS OF THE OUTREACH DEVELOPMENT PROCESS

FUNCTION	PERFORMED BY
Identify educational needs	College/District
Determine if educational needs can be met by educational programs offered by the Los Angeles Community Colleges	Continuing Education Committee recommends to District Administration
Determine which District College will be responsible for educational program	Continuing Education Committee
Schedule courses Plan course content Develop educational strategies Select faculty	College
Produce media	College
Select a delivery-response system	College/District
Implement marketing plan	College/District
Enroll students	College
Evaluate results	College/District

THE CONTINUING EDUCATION COMMITTEE

Purpose:

1. Advises Director of Instructional Development on policy formation and procedures to extend educational opportunities to the community beyond the traditional "on-campus" programs.
2. Coordinates Extended Access Program development.
3. Provides for exchange of information concerning Continuing Education Programs and Instructional Methods.
4. Plans marketing strategies.
5. Evaluates on-going programs.

Membership:

Director, Instructional Development

Coordinator, Educational Telephone Network

Dean responsible for Continuing Education at each college

MARKETING OUTREACH

The following guidelines will help each college formulate strategies designed to identify and penetrate potential student markets, identify student needs, establish objectives and priorities, forecast requirements, and specify divisions of responsibility.

There are four steps required to initiate such a program:

1. Identification
2. Qualification
3. Subdivision
4. Implementation

Identification of Markets

The first step will involve some form of market identification. Each College will have to determine the types of locations and student population that can best be served by an educational telephone network. Each college must identify the general types of organizational entities and population segments within its area with a high potential need for general or specialized educational programs. Although no one college will have all of the markets listed on the next page in its geographical area, this list is an example of the type of market identification list which should be developed by each college.

Once each college has identified broad market categories such as those listed, the specific companies, agencies, etc., that are in its area must be identified. This will provide the base for the qualification step.

Private Industry Markets

1. Multi-branch businesses
   - Banks
   - Department Stores
   - Insurance
   - Savings & Loan
   - Stock Brokers
   - Supermarkets
   - Utilities
   - Others

2. Single location, high employee density businesses
   - Aerospace Facilities
   - Auto Assembly Plants
   - Factories
   - Union Headquarters
   - Others

Residential Markets

1. Apartment Complexes
   - Individual Residences
   - Neighborhood Residence "Coffee Clatch"
   - Residence Facilities
   - Senior Citizen - Retirement Communities

2. Other Facilities
   - Libraries
   - Neighborhood Store Fronts
   - Park Facilities
   - Senior Citizens Centers
   - Others

Governmental Markets

1. Educational Institutions
   - High School Transition/ Honors Classes
   - a. Unified District
   - b. Archdiocese
   - c. Others
   - Classified Employees
   - Teacher Aides
   - Others

2. City/County/State Agencies
   - All Departments
   - Public Safety Agencies
     - Police Departments
     - Fire Departments
     - Probation Departments
     - Detention Facilities
   - Public Assistance Agencies
     - Welfare Offices
     - Hospitals
     - Others

3. Federal Agencies
   - Military
   - Postal Service
   - Internal Revenue Service
   - Others

Qualification

This step consists of a detailed examination of identified potential customers in order to select those best suited for analytical investigation. The selection criteria would include comparison of anticipated educational needs with existing programs and analysis of probable location population densities.

Steps involved in market qualification will include:

1. Initial cases by case review

   Examine all identified customers to determine a program of contact work.

2. Team formation

   Assess the need to assemble a specialist team most familiar with each market segment or individual customer.

3. Assignment of priorities

   Consideration must be given to factors indicating concentration of effort. The factors to be considered will include student and revenue potentials, political significance, market prominence, etc.

4. Forecasting/Scheduling of effort

   An analysis of required manpower and expense will be necessary to evaluate the feasibility of pursuing an individual market segment or customer.

Subdivision

The third step entails a determination of the most accessible and desirable segment of the customer's educational needs in order to develop immediate college objectives. Subdivision will allow for the establishment of goals, forecasting of manpower, equipment and expense identification, and the development of short and long range plans on a per customer or segment basis.

The subdivision process includes the following steps:

1. Identify long range objectives
2. Specify interim objectives
3. Identify immediate activities
4. Set time frames
5. Identify student effect
6. Estimate man days and skills
7. Identify capital effect
8. Identify expense effect
9. Document subdivision for control, evaluation and follow-up

Implementation

The fourth step is the selection of a delivery system that best meets the needs of the target population. The Educational Telephone Network described on the next page is representative of a media oriented delivery system which may be utilized in place of traditional classroom instruction.

THE EDUCATIONAL TELEPHONE NETWORK (ETN)

The Educational Telephone Network is a delivery-response system for extending access to educational programs.

Establishing an ETN

Two point network

Two locations may be connected by regular telephone service.

Three or more point network - private line

A private dedicated line may be installed to connect any number of locations to form an Extended Telephone Network.

Three or more point network - Tele-Console

The tele-console is a special switchboard which will permit a network of up to 20 locations utilizing existing telephone lines. A tele-console is being installed in the District ITV Office at Los Angeles City College.

The Telephone Conference Device

A portable telephone conference device (50A) is required at each location. This device, when it is plugged into a telephone jack, contains a high fidelity speaker system, a standard telephone dial and microphones.

Examples of Applications of the ETN as a Delivery-Response System

An ETN may be utilized

1. To offer classes before the work day begins, during lunch time, or immediately after work at business or industrial locations.
2. To offer classes in hospitals, convalescent homes, or retirement villas where mobility is restricted.
3. To provide high school students access to college courses.
4. To deliver instruction at two or more locations where the number of students at one location is too small to justify assigning an instructor.

A description of an actual ETN application is given in the Appendix.

Advantages of the Educational Telephone Network

1. Provides delivery of instruction to a location more conveniently accessible to the student.
2. The class size is not dependent upon the number of students present in any one location.
3. Use of media provides for diversity of educational strategies.
4. Efficiency may be increased due to an improved instructor/student ratio without a decline in effectiveness.
5. Campus classroom facilities are not required.

Evaluation of a Course Offered via an ETN Delivery-Response System

An evaluation study of an ETN course offered in the Los Angeles Community College District, as well as a cost effectiveness study, is presented in the Appendix.

Procedure for District Coordination of ETN Development

1. A proposal to offer a course utilizing the Educational Telephone Network is submitted to the Director of Instructional Development. See Appendix.
2. The proposal is reviewed by the Continuing Education Committee and a recommendation for approval or non-approval is made to the Director of Instructional Development.
3. The sponsoring college develops the educational program and marketing plan.
4. The Coordinator of Educational Telephone Network Development will assist the college sponsoring the course in establishing the ETN and will maintain liaison between the college administrator and the staff of the Pacific Telephone Company.
5. Registration and enrollment are accomplished by the sponsoring college. The sponsoring college will also maintain student records and receive credit for enrollment.
6. An evaluation of the course will be conducted and reported to the Continuing Education Committee.

APPENDIX

SUMMARY OF AN EVALUATION OF INSTRUCTION DELIVERED VIA AN EDUCATIONAL TELEPHONE NETWORK

Conducted by

Dr. Ben Gold, Coordinator
Research, Los Angeles City College

By arrangement with Pacific Telephone Company, Los Angeles City College in Spring, 1973 offered to Telephone Company employees a course in Organization and Management Theory (Management 2) via a conference telephone setup which permitted the students to take the class at their employment location. Five local telephone company offices participated in the program and offered the course either at noon or at 5:30 p.m. The instructor, Mr. Donald Landauer, rotated his appearances among the five locations. Students at locations other than the one where Mr. Landauer was physically present were able to hear the lecture and participate in discussions by means of a conference telephone arrangement.

The purpose of this study is to assess the impact of the course upon the students and to offer some comparative information relating to student performance. Information was obtained from an evaluation questionnaire administered to the students and from Mr. Landauer's class records.

Following are some observations on the findings:

(1) 134 (92%) of the 145 students enrolled completed the course with a grade of "A" (48%), "B" (48%), or "C" (4%).

(2) Over three-fourths of the students were females, and nearly 80% were in non-management positions. Over two-thirds of the total enrolled in classes offered during the lunch hour, and the remainder in classes starting at 5:30 p.m.

(3) Using mean total points and grade point averages as criteria, there were no significant differences in performance between noon and evening classes, between males and females, and between management and non-management personnel.

(4) Student response to the program (especially to the instructor) was highly favorable. Many suggestions for future course offerings of this type were offered, however. These suggestions are detailed in the body of the report, and it is recommended that planners of similar offerings read them carefully.

A complete copy of the Research Report may be obtained from the Director of Instructional Development, Los Angeles Community College District, 2140 West Olympic Boulevard, Los Angeles, California 90006.

COMPARISON OF COST EFFECTIVENESS

EDUCATIONAL TELEPHONE NETWORK -- TRADITIONAL BRANCH CLASS SCHEDULING

Traditional Mode

Four class sections meeting 3 hours weekly at four different locations.

An instructor is assigned to teach the class at each location at a salary of $12.21 an hour.

4 Sections x 3 hrs. x 20 wks. x $12.21 Hr.....	$2,930.40 Direct Cost

ETN Mode: Four Point Private Line Network

Four class sections meeting 3 hours weekly at four different locations. An Educational Telephone Network is established to connect the four sections.

An Instructor is assigned for five hours per week to provide instruction utilizing the ETN; part time salary rate is the same as for the traditional mode.

ETN cost for a dedicated phone line:

4.5 months x $127 monthly charges.....	$ 571.50
Installation.....	80.00
	$ 651.50

50A's to be provided without cost to the District

Faculty Salary: 5 hours weekly x 4 wks. x 5 pay periods = 100 Hours x $12.21....	$1,221.00
Mileage.....	100.00
	$1,972.50 Direct Cost

COST EFFICIENCY RATIO:

$$\frac{\text{ETN}}{\text{TRADITIONAL}} = \frac{1972}{2930} = .68$$

The .68 ratio is computed for four sections meeting simultaneously. The ratio will be improved if more than one class of 4 sections is offered at different hours utilizing the same line.

Los Angeles Community College District

OFFICE OF EDUCATIONAL PLANNING & DEVELOPMENT

PROPOSAL TO OFFER COURSES UTILIZING THE EDUCATIONAL TELEPHONE NETWORK

College _____ Date Submitted _____

Proposed for _____ _____
Semester Year

1. Describe population to be served:

2. Name of contact:

3. Describe educational needs of population:

4. Title of program proposed to meet educational need:

5. Colleges in District now offering the program:

6. Proposed courses:

6a. Course No. _____ Title _____ Units _____

Date _____ Time _____

LOCATIONS:

Address	Room	Est. Enrollment

Total enrollment for course _____

bb. Course No. _____ Title _____ Units _____

Date _____ Time _____

Address	Room	Est. Enrollment

Total enrollment for course _____

7. Total est. enrollment for all courses listed in 6. _____

8. Resource requirements

8.1	Faculty salaries	Delivery/Response system	$ _____
8.2	Cost of installation:		_____
8.3	Monthly charges		_____
8.4	Support staff (In addition to regular staff)		_____
8.5	Supplies		_____
8.6	Other costs		_____
8.7	Total		$ _____

9. Estimated cost per enrollment (Line 8.7 ÷ Line 7) $ _____

10. Prepared by _____

Recommended for approval _____
College President

College _____

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 3 1 1975.

CLEARINGHOUSE FOR
JUNIOR COLLEGES

For Office Use:

Received by Director of Instructional Development Date _____

To CCEA Date _____

CCEA Recommendation: _____

Director Instructional Development Action _____

Vice-Chancellor Educational Planning & Development _____

Course Offered: Date _____

Evaluation Completed: Date _____